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I have said, then, that I regard the teaching of the sciences as a relatively simple matter, and that the teachers of the sciences have an immense handicap as against the teachers of the Classics. Are the teachers of the sciences satisfied with the results of their work? Are they not more and more admitting that their best students are the students who have studied the Classics?

I regard the teaching of history, sanely done, as likewise a far easier task than the teaching of Classics. I do not believe that a history course anywhere would be a very exacting course, if the newly imported fads of make-believe research in history, of going back to the sources (all neatly delivered to you in pound packages, so to say) were cut away, and if the teachers of history were prevented, as they ought to be prevented by their colleagues, from making unrighteous demands on students' time by exacting a wholly unreasonable amount of 'reading'. A friend of mine has compared the processes employed by the teachers of history to the processes by which a shark gets its food. The shark, he says, draws in great quantities of water, to strain therefrom the small fish the water contains; the shark does this *voluntarily*, and is, besides, built in such a way that this process, in his case, pays. The teachers of history, continues my friend, *compel* their pupils to take in huge quantities of water, hoping that the pupils will strain out something worth while. But the pupils are not built in such fashion that, in their case, the process pays. I have myself noted one very significant fact: so long as I question my classical students on the contents of the introduction to some edition or of some book they answer pretty well: but when I question them about the real business of classical students—actual Latin or Greek—when I ask them to apprehend a clerical passage, to weigh it, to evaluate it, to see its merits or its defects, to relate it to their experience of life (which, unfortunately or fortunately for them, after all they have not as yet) they begin at once to falter. Why should I not then feel, as I do most strongly, that the Classics make demands on my students which nothing else makes on them. English literature does not make such a demand: little as they know of languages, their knowledge of English is after all least defective. Modern languages so called do not make it, not even when the student comes to deal with the highest ranges of French or German literature, for even there, since the civilizations of the French and the Germans are not so fundamentally and vitally different from our own, even there, I maintain, both French and German are easier than Latin or Greek.

All this leads me to my final thought, at least for the present. The demands made upon us by our subject will account for much of our failure (they will not account for failure due to ignorance or

personality). They ought to impress us profoundly with a sense of our responsibility, but at the same time a consideration of those demands ought to be the source of the soundest encouragement. Just because our subject makes such demands on us as teachers is it worth our while to devote to our work every resource of our natures and our equipment of mind and soul. Just because our subject makes such demands on our students is it supremely worth their while to devote years of their lives to it, to have called into play and evoked from sleep faculties which I for one—whatever others may say—am convinced are not called into play at all by many other subjects, as they are now taught and must inevitably be taught in the future. Is it not a most interesting and significant fact that the advocates of all subjects, however practical they may seem, are trying desperately all the while to demonstrate that their specialties may be pursued in such wise as to produce culture?

CHARLES KNAPP.

REVIEWS

Ancient Britain and the Invasions of Julius Caesar.

By T. Rice Holmes. Oxford: The Clarendon Press (1907). Pp. xvi + 764. \$6.00.

As the title indicates, Ancient Britain and the Invasions of Julius Caesar, by T. Rice Holmes, does more for England than its predecessor and companion volume did for France. There the author's purpose was merely to illustrate Caesar's narrative of the Gallic Wars, though in doing so he gathered together a vast range of material of the greatest importance to the archaeology, history, and antiquities of Gaul. Here, besides illustrating the far briefer narrative of the invasions, he gives an exhaustive account of the life of man in Ancient Britain from the earliest prehistoric times. As in the former book, the narrative of Part I is continuous, giving the reader the garnered results of many an investigation and of much careful thinking, while Part II is devoted to more technical discussions, where many-sided problems are given a full presentation.

The chapters descriptive of the state of Britain before Caesar's first invasion give successive pictures, with an abundance of anthropological detail, of the Palaeolithic, the Neolithic, the Bronze, and the early Iron Age. After affirming his belief in Tertiary man in Britain, despite the lack of remains, the author discusses the Ice Age and finds that "man was undoubtedly living in Southern Britain in the cold period that succeeded the so-called inter-glacial period". He has nothing to offer as to the date of these shadowy ages, except to suggest that the Palaeolithic Age in Britain may have been partly contemporary with the Neolithic in warmer climates. Dr. Evans dates the earliest neolithic remains in

Crete about 12,000 years ago, and those at Susa in the Euphrates valley have been placed about 18,000 B. C. In these early days England was still continental and the Thames a tributary of the Rhine.

With the advent of the Neolithic invaders British civilization begins and may be said to be fairly continuous from that day to this. By that time the great beasts which had lived in Britain with palaeolithic man were no more, but the Irish elk and the aurochs survived into the Bronze Age.

The beginning of the Bronze Age in Britain is set not later than 1400 B. C., and about this time another invasion from the Netherlands, Denmark, and Gaul occurred, introducing some portion of the so-called Alpine race of Central Europe, from which came also those fair-haired heroes called Achæan who overran the Mycenaean bronze civilization of the eastern Mediterranean lands. The picture of the life and culture of the Bronze Age is naturally more complete and lifelike than that of the preceding, and we are given a full account of their social organization, agriculture, dwellings, dress, ornaments, etc., with something like the fullness with which we can trace this age in Crete and Greece.

Of especial interest at this point is the extended and sympathetic account of the voyage of Pytheas, that Greek explorer who first made Britain known to the civilized world. Sailing from Massilia about the time when Alexander was invading the far East, this early navigator not only circumnavigated the British Isles but made careful scientific observations of the lunar influence on the tides, of the altitude of the sun at noon at points along the coast, from which Hipparchus could calculate their latitude, and of the manners and customs of the inhabitants. Mr. Holmes settles upon St. Michael's Mount (not to be confounded with Mont St. Michel on the French coast) as the ancient Ictis (literally Channel island) from which the tin was shipped to the mouth of the Loire, thereby rejecting the long accepted etymological identification with the Isle of Wight.

One is impressed anew in the reading of this book by the fact that England, instead of being the "tight little island" she imagines herself to be, has in reality ever been open to invasion after invasion, and that that of the Normans is but the last (up to the present) of a long series the beginning of which antedates written history. About 400 B. C. the Brythons began to enter, from Gaul or Belgium, bringing with them the Celtic language and the use of iron, which by this time had spread over continental Europe. Of their civilization we have even a fuller picture, towns permanently inhabited, currency, operations of mining, works of art, reading and writing, and the Druidical system of religion.

Such they were when Caesar reached them Aug. 26 (according to Mr. Holmes not Aug. 27) 55 B. C. Where did he land and whence did he set sail?

These vexed questions are treated at great length in special excursions of Part II. Unfortunately for our peace of mind, Mr. Holmes himself in his still more recently published translation of Caesar's text changes front again and leaves the question of embarkation still open, despite the fact that in the preface to the book under review he regards it settled forever and is inclined to view with pity those crooked minds who refuse to be convinced by his invincible arguments: "the questions would have been settled long ago if any competent writer had bestowed upon them as much care as has been expended in investigating Hannibal's passage over the Alps". It is well known that the location of the Portus Itius (literally Channel port) from which Caesar sailed has had as many claimants as Homer's birth-city and with about as fair a chance of amicable adjustment. As early as the 15th Century Raymond de Marliano identified it with Calais, but of late the choice has been restricted to Wissant and Boulogne. So excellent are the reasons which Mr. Holmes adduces for his selection of Boulogne, that, were it not for his still more recent change, we might reasonably regard the inquiry as closed.

Equally insoluble has been the question of his landing-place; so said Mommsen, Tozer, and Kiepert. But our author is very sure that all is plain; at least he has not yet had occasion to change his own view. After discussing most carefully the evidence for Pevensey, Lympne (Romney Marsh), and Deal, he decides for the latter, finding that all conditions of wind, tide, and coast configuration are met by assuming the landing to have occurred on the open coast between Walmer and Deal in East Kent.

Other valuable notes follow on "Where did Caesar first encounter the Britons on the Morning after his second Landing?", "Where did Caesar cross the Thames?", "The Site of Cassivellaunus's Stronghold", "Did *Londinium* exist in Caesar's Time?", etc.

Besides many illustrations of prehistoric implements, three excellent maps are included in the volume, and the whole work is carefully indexed.

STEPHEN A. HURLBUT.

In The (London) Nation for September 18, 1909, under the caption *Marble's Language*, in the course of an unsigned notice of that admirable book, *A Literary History of Rome*, by J. W. Duff (obtainable in this country through Charles Scribner's Sons), someone writes as follows:

If every language reveals the character of its race, the Roman language was pre-eminent in that power. Clear, solemn, and brief, it is designed for proclamation, for laws, for the record of events, and, above all, for inscriptions. It is, as St. Praxed's bishop said, "marble's language, Latin pure, discreet". Up till yesterday our fathers found a Latin epitaph easier to write than an English, and to-day